# INSTRUCTOR II STUDENT HANDOUT

#### INSTRUCTOR II OBJECTIVES

At completion of this course the student should be able to:

- **8-1** Know the requirements for Instructor II.
  - **8-1.1** Identify the Illinois State Fire Marshal requirements for Instructor II.
  - **8-1.2** Identify the NFPA standard governing Instructor II.
- **8-2** Comprehend program management.
  - **8-2.1** Identify the legal considerations for fire service program management.
  - **8-2.2** Identify the methods used for recruitment and selection of instructors for a training program.
  - **8-2.3** Identify methods of evaluating instructors and programs.
  - **8-2.4** Identify the steps for developing a training schedule.
  - **8-2.5** Identify five principles of budget management.
- **8-3** Understand program development.
  - **8-3.1** Identify the five steps that guide program development.
  - **8-3.2** Identify the five steps used for planning program development.
  - **8-3.3** Identify the components of the instructional model.
  - **8-3.4** Identify the process for selecting performance objectives.
  - **8-3.5** Demonstrate writing performance objectives for the cognitive and psychomotor domains.
  - **8-3.6** Identify the five step process designed for training managers.
- **8-4** Understand lesson plan development.
  - **8-4.1** Identify the components of a lesson plan.
  - **8-4.2** Identify the steps in creating a lesson plan.
  - **8-4.3** Identifying the steps for the modification of an existing lesson plan.
  - **8-4.4** Identify the following types of support and application components:
    - **8-4.4.1** Information sheet
    - **8-4.4.2** Job breakdown sheet
    - **8-4.4.3** Work/activity sheet
    - **8-4.4.4** Study sheet
  - **8-4.5** The student shall develop various types of support and application components used to assist in the lesson plan development.
  - **8-4.6** The student shall demonstrate modifying an existing lesson plan with various types of support and application components.

- **8-5** Understand the various methods of instructional delivery.
  - **8-5.1** Identify the following methods of instruction:.
    - **8-5.1.1** Lecture
    - **8-5.1.2** Discussion
    - **8-5.1.3** Illustration
    - 8-5.1.4 Demonstration
  - **8-5.2** Develop instructional media to supplement the following methods of instruction:
    - **8-5.2.1** Lecture
    - **8-5.2.2** Discussion
    - **8-5.2.3** Illustration
    - **8.5.2.4** Demonstration
  - **8-5.3** Identify factors when developing high risk training programs.
  - **8-5.4** Identify the following elements to consider when developing practical training evolutions:
    - **8-5.4.1** Training setting
    - **8-5.4.2** Planning practical evolutions
    - **8-5.4.3** Safety issues
    - **8-5.4.4** Incident command systems
    - **8-5.4.5** Live fire training evolutions
    - **8-5.4.6** Nonstructural and technical training evolutions
    - **8-5.4.7** Power tools and equipment
    - **8-5.4.8** General conditions for practical evolutions

- **8-6** Understand evaluation instruments.
  - **8-6.1** Identify the following classifications of test:
    - **8-6.1.1** Interpretation method
    - **8-6.1.2** Purpose method
    - **8-6.1.3** Administration method
  - **8-6.2** Identify the following types of evaluation tests:
    - **8-6.2.1** Oral
    - **8-6.2.2** Written
    - 8-6.2.3 Performance
  - **8-6.3** Identify the steps used for planning evaluation tests.
  - **8-6.4** Identify the considerations used when designing evaluation tests.
  - **8-6.5** Identify the methods and factors to be considered when developing testing evaluations in the affective domain.
  - **8-6.6** Identify the following elements of the test measure process:
    - **8-6.6.1** Scoring methods
    - **8-6.6.2** Test item analysis
    - **8-6.6.3** Test result analysis
  - **8-6.7** Identify the three major components of the evaluation process.
  - **8-6.8** Identify the following elements of course evaluation and instructional design:
    - **8-6.8.1** Planning considerations
    - **8-6.8.2** Formative evaluation
    - **8-6.8.3** Summative evaluation
- **8-7** Exhibit presentations.
  - **8-7.1** Demonstrate proficiency by exhibiting a 20-25 minute demonstration program using the following support applications:
    - a. Information sheet
    - b. Job breakdown sheet
    - c. Work activity sheet
    - d. Study sheet

# INSTRUCTOR II STUDENT PERFORMANCE

**ASSIGNMENTS** 

#### STUDENT ASSIGNMENT UNIT I

NAMEDATE
DIRECTIONS: The following exercises are designed to reinforce lessons presented.
Complete assignment when required and return to your instructor on the required date.
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Method of Instruction					
L= Lecture	D= Discussion	I= Illustration	Dem. = Demonstration	O = Other	

Obj.#	EXERCISE	Method	Date Completed
8-1.1	Identify the Illinois State Fire Marshal requirements for Instructor II.		
8-1.2	Identify the NFPA Standard governing Instructor II.		

#### STUDENT ASSIGNMENT UNIT II

NAME	DATE
DIRECTION	NS: The following exercises are designed to reinforce lessons presented.
Co	omplete assignment when required and return to your instructor on the required date.

Method of I	nstruction			
L= Lecture	D= Discussion	I= Illustration	Dem. = Demonstration	O = Other

Obj.#	EXERCISE	Method	Date Completed
8-2.1	Identify the legal considerations for fire service program management.		
8-2.2	Identify the methods used for the recruitment and selection of instructors for a training program.		
8-2.3	Identify methods of evaluating instructors and programs.		
8-2.4	Identify the steps for developing a training schedule.		
8-2.5	Identify five principles of budget management.		

#### STUDENT ASSIGNMENT UNIT III

NAMEDATE
DIRECTIONS: The following exercises are designed to reinforce lessons presented.
Complete assignment when required and return to your instructor on the required date.

Method of I	nstruction			
L= Lecture	D= Discussion	I= Illustration	Dem. = Demonstration	O = Other

Obj.#	EXERCISE	Method	Date Completed
8-3.1	Identify the five steps that guide program development.		
8-3.2	Identify the five steps used for planning program development.		
8-3.3	Identify the components of the instructional model.		
8-3.4	Identify the process for selecting performance objectives.		
8-3.5	Demonstrate writing performance objective for the cognitive and psychomotor domains.		
8-3.6	Identify the five step process designed for training programs.		

#### STUDENT ASSIGNMENT UNIT IV

NAMEDATE
DIRECTIONS: The following exercises are designed to reinforce lessons presented.
Complete assignment when required and return to your instructor on the required date.

Method of Instruction				
L= Lecture	D= Discussion	I= Illustration	Dem. = Demonstration	O = Other

Obj. #	EXERCISE	Method	Date Completed
8-4.1	Identify the components of a lesson plan.		
8-4.2	Identifying the steps in creating a lesson plan.		
8-4.3	Identifying the steps for the modification of an existing lesson plan.		
8-4.4	Identify the following types of support and application components:		
8-4.4.1	Information sheet		
8-4.4.2	Job breakdown sheet		
8-4.4.3	Work/activity sheet		
8-4.4.4	Study sheet		
8-4.5	Develop various types of support and application components used to assist in the lesson plan development.		
8-4.6	Demonstrate modifying an existing lesson plan with various types of support and application components.		

#### STUDENT ASSIGNMENT UNIT V

NAME	DATE

DIRECTIONS: The following exercises are designed to reinforce lessons presented.

Complete assignment when required and return to your instructor on the required date.

Method of I	nstruction			
L= Lecture	D= Discussion	I= Illustration	Dem. = Demonstration	O = Other

Obj. #	EXERCISE	Method	Date Completed
8-5.1	Identify the following methods of instruction:		
8-5.1.1	Lecture		
8-5.1.2	Discussion		
8-5.1.3	Illustration		
8-5.1.4	Demonstration		
8-5.2	Develop instructional media to supplement the following methods of instruction:		
8-5.2.1	Lecture		
8-5.2.2	Discussion		
8-5.2.3	Illustration		
8-5.2.4	Demonstration		
8-5.3	Identify factors when developing high risk training programs.		

8-5.4	Identify the following elements to consider when developing practical training evolutions:	
8-5.4.1	Training setting	
8-5.4.2	Planning practical evolutions	
8-5.4.3	Safety issues	
8-5.4.4	Incident command systems	
8-5.4.5	Live fire training evolutions	
8-5.4.6	Nonstructural and technical training evolutions	
8-5.4.7	Power tools and equipment	
8-5.4.8	General conditions for practical evolutions	

#### STUDENT ASSIGNMENT UNIT VI

NAME	DATE

DIRECTIONS: The following exercises are designed to reinforce lessons presented.

Complete assignment when required and return to your instructor on the required date.

Method of I	nstruction			
L= Lecture	D= Discussion	I= Illustration	Dem. = Demonstration	O = Other

Obj.#	EXERCISE	Method	Date Completed
8-6.1	Identify the following classification of tests:		
8-6.1.1	Interpretation method		
8-6.1.2	Purpose method		
8-6.1.3	Administration method		
8-6.2	Identify the following types of evaluation tests:		
8-6.2.1	Oral		
8-6.2.2	Written		
8-6.2.3	Performance		
8-6.3	Identify the steps used for planning evaluation tests.		
8-6.4	Identify the considerations used when designing evaluation tests.		
8-6.5	Identify the methods and factors to be considered when developing testing evaluations in the affective domain.		

8-6.6	Identify the following elements of the test measure process		
8-6.6.1	Scoring methods		
8-6.6.2	Test item analysis		
8-6.6.3	Test result analysis		
8-6.7	Identify the three major components of the evaluation process.		
8-6.8	Identify the following elements of course evaluation and instructional design:		
8-6.8.1	Planning considerations		
8-6.8.2	Formative evaluation		
8-6.8.3	Summative evaluation		

#### STUDENT ASSIGNMENT UNIT VII

NAMEDATE	
DIRECTIONS: The following exercises are designed to reinforce lessons presented.	
Complete assignment when required and return to your instructor on the required date.	

Method of I	nstruction			
L= Lecture	D= Discussion	I= Illustration	Dem. = Demonstration	O = Other

Obj.#	EXERCISE	Method	Date Completed
8-7.1	Given a summary of how to develop a lesson plan, the student shall		
	demonstrate proficiency by developing and exhibiting a 20-25 minute		
	program using any of the following support applications:		
	a. Information sheet		
	b. Job breakdown sheet		
	c. Work activity sheet		
	d. Study sheet		

## **INSTRUCTOR II**

## STUDENT LEARNING OBJECTIVES SELF-EVALUATION

#### UNIT I LEARNING OBJECTIVES SELF-EVALUATION

Name	Date			
Evaluator	Overall Competency rating			
RATING SCALE				
4-Skilled	Can perform objectives with no additional instruction or training			
3-Moderately Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.			
2- Limited Knowledge	Has limited knowledge of objectives; additional study required			
1- Exposure Only	General information provided with no practice time or supervision; Additional instruction or training required			
0- No Exposure	No information or knowledge provided during program; complete instruction or training required			
N/A-Not Applicable				
EVALUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.			
CRITERIA	LEVEL OF PERFORMANCE			
	1 2 3 4			
8-1.1 Identify the Illinois State Fire M	Marshal Requirements for Instructor II.			
8-1.2 Identify the NFPA Standard go	overning Instructor II.			
TOTALS: 1) +2	2) + 3) + 4 =			

#### UNIT II LEARNING OBJECTIVES SELF-EVALUATION

Name		Date					
Evaluator		Overall Competency rating					
RATING	SCALE						
4-Skilled		Can perform objectives with	no ad	ditiona	l instruc	tion or trainin	g
3-Modera	tely Skilled	Has performed independent limited additional instructio					
2- Limited	d Knowledge	Has limited knowledge of o	bjectiv	es; add	itional s	tudy required	
1- Exposu	are Only	General information provide supervision; additional instr		-			
0- No Exp	oosure	No information or knowleds instruction or training requirements		ided dı	uring pr	ogram; comple	et
N/A-Not A	Applicable						
EVALUA	TOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.					
CRITERL	A		LEVE 1	EL OF 1 2	PERFO	RMANCE 4	
8-2.1	Identify the legal considera	ations for fire service program	manag	ement			
8-2.2	Identify the methods used program	for the recruitment and select	tion of	instruc	tors for	a training □	
8-2.3	Identify methods of evalua	ting instructors and programs					
8-2.4	Identify the steps for develo	oping a training schedule					
8-2.5	Identify five principles of b	oudget management					
	TOTALS: 1) +2	2) + 3) +4	_=				

#### UNIT III LEARNING OBJECTIVES SELF-EVALUATION

Name		Date					
Evalua	ator	Overall Competency rating					
RATI	NG SCALE						
4-Skill		Can perform objectives with	n no ad	ditiona	l instruc	tion or	
2 M	la matalar Clailla I	training.	11	41		1:	
3-1000	lerately Skilled	Has performed independent limited additional instruction					
2- Lin	nited Knowledge	Has limited knowledge of o			•	-	
	osure Only	General information provide					
1	•	supervision; additional instr		-			
0- No	Exposure	No information or knowled complete instruction or train			aring pro	ogram;	
N/A-N	Not Applicable						
EVAL	LUATOR'S NOTE	Find the overall competency rating by averaging the					
		performance Level rating and rounding to a whole number. Record above and on the Competency profile.					
		Record above and on the Co	Impete	ncy pro	ome.		
CRITI	ERIA		LEVE	EL OF I	PERFO	RMANCE	
			1	2	3	4	
8-3.1	Identify the five steps that guid	le program development					
8-3.2	Identify the five steps used for	nlanning program developme	nt				
0 3.2	identify the five steps used for	planning program developme					
8-3.3	Identify the components of the	instructional model					
8-3.4	Identify the process for selecting	ng performance objectives					
8-3.5	Demonstrate writing performan	nce objective for the cognitive	e and ps	svchom	otor dor	mains	
8-3.6	Identify the five step process d	esigned for training programs					
	)	0 1 10 10 10 10 10 10 10 10 10 10 10 10					
	mom ( * ° * )	2) (					
	TOTALS: 1) +2	2) + 3) +4	_=_	6			
				U			

#### UNIT IV LEARNING OBJECTIVES SELF-EVALUATION

Name			Da	ite		<del></del>
Evalu	ator	Overall Co	mpeten	cy rating	g	
RATI	ING SCALE					
4-Skil		Can perform objectives w training.	ith no a	dditiona	ıl instru	ction or
3-Moo	derately Skilled	Has performed independe limited additional instruct	•	_		
2- Lin	nited Knowledge	Has limited knowledge of	objecti	ves; add	litional	study required
1- Ex <sub>1</sub>	posure Only	General information prov supervision; additional in		-		
0- No	Exposure	No information or knowled complete instruction or tra	U 1		uring p	ogram;
N/A-1	Not Applicable					
EVAI	LUATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.				
CRIT	ERIA		LEV 1	EL OF	PERFO	PRMANCE 4
8-4.1	Identify the components of a	lesson plan				
8-4.2	Identifying the steps in creating	ng a lesson plan				
8-4.3	Identifying the steps for the m	nodification of an existing l	esson pl	an		
8-4.4	Identify the following types o	of support and application co	ompone	nt		
	8-4.4.1 Information sheet 8-4.4.2 Job breakdown sheet 8-4.4.3 Work/activity sheet 8-4.4.4 Study sheet					
8-4.5	Develop various types of suppolar development	port and application compo		ed to as	sist in t	he lesson

8-4.6	Demonstrate modifying an existing lesson plan with var	rious type:	s of sup	port an	d
	application components				

#### UNIT V LEARNING OBJECTIVES SELF-EVALUATION

Name	Tame Date							
Evalua	ator		Overall Competency rating					
RATI	NG SCALE	E						
4-Skil	led		Can perform objectives v	vith no a	dditiona	al instru	ction or	
3-Mod	lerately Skil	led	Has performed independent limited additional instruc					
2- Lin	nited Knowle	edge	Has limited knowledge o	f objecti	ves; add	litional	study req	uired
1- Exp	osure Only		General information prov supervision; Additional i					
	Exposure		No information or knowl complete instruction or to				rogram;	
	Not Applicab							
EVALUATOR'S NOTE			Find the overall compete performance. Level rating Record above and on the	g and rou	inding t	o a who		er.
CRITERIA				LEV 1	EL OF 2		RMANC	Œ
				1	4	3	4	
8-5.1	Identify the	e following method	s of instruction:					
	8-5.1.1 8-5.1.2 8-5.1.3 8-5.1.4	Lecture Discussion Illustration Demonstration						
8-5.2	Develop in	structional media to	o supplement the following	g method	ls of ins	struction	ı:	
	8-5.2.1 8-5.2.2 8-5.2.3 8-5.2.4	Lecture Discussion Illustration Demonstration					_ _ _ _	
8-5.3	Identify fac	ctors when develop	ing high risk training prog	rams.	П	П	П	

8-5.4	Identify the following elements to consider when developing practical training evolutions:								
	8-5.4.1 8-5.4.2 8-5.4.3 8-5.4.4	Training setting Planning practical evolutions Safety issues Incident command systems							
	8-5.4.5	Live fire training evolutions							
	8-5.4.6	Nonstructural and technical training evolution	ons						
	8-5.4.7	Power tools and equipment							
	8-5.4.8	General conditions for practical evolutions							
	ТО	ΓALS: 1) +2) +3) +4	=_	17					

#### Unit VI LEARNING OBJECTIVES SELF-EVALUATION

Name		Date				
Evalua	ator	Overall Co	mpeten	cy rating	g	
RATI	NG SCALE					
4-Skil		Can perform objectives w training.	ith no a	dditiona	al instru	ction or
3-Mod	lerately Skilled	Has performed independe limited additional instruct				
2- Lin	nited Knowledge	Has limited knowledge of				
1- Exp	oosure Only	General information prov supervision; Additional in				
0- No	Exposure	No information or knowled complete instruction or tra			uring p	rogram;
N/A-N	Not Applicable					
EVAL	UATOR'S NOTE	Find the overall competency rating by averaging the performance Level rating and rounding to a whole number. Record above and on the Competency profile.				
CRITI	ERIA  Identify the following classifications:	cation of tasts:	LEV 1	EL OF	PERFC 3	RMANCE 4
0-0.1	identify the following classiff	cation of tests.				
	<ul><li>8-6.1.1 Interpretation method</li><li>8-6.1.2 Purpose method</li><li>8-6.1.3 Administration method</li></ul>					
8-6.2	Identify the following types o	f evaluations tests:				
	8-6.2.1 Oral 8-6.2.2 Written 8-6.2.3 Performance					
8-6.3	Identify the steps used for pla	nning evaluation tests.				
8-6.4	Identify the considerations use	ed when designing evaluati	on tests.			
8-6.5	Identify the methods and factor the affective domain.	ors to be considered when o	levelopi	ng testi	ng evalı	uations in

8-6.6	Identify the following elements of the test measure process:											
	<ul><li>8-6.6.1 Scoring methods</li><li>8-6.6.2 Test item analysis</li><li>8-6.6.3 Test result analysis</li></ul>											
8-6.7	Identify the three major components of the evaluation pro	he three major components of the evaluation process.										
8-6.7	Identify the following elements of course evaluation and instructional design:											
	<ul><li>8-6.8.1 Planning considerations</li><li>8-6.8.2 Formative evaluation</li><li>8-6.8.3 Summative evaluation</li></ul>											
	TOTALS: 1) +2) +3) +4	=_	16									

#### UNIT VII LEARNING OBJECTIVES SELF-EVALUATION

Name			Date				
Evalu	ator		Overall Competency rating				
RATI	NG SC	CALE					
4-Skil	led		Can perform objectives with no additional instruction or training.				
3-Moo	derately	Skilled	Has performed independently during the instructional session; limited additional instruction or training may be required.				
2- Lin	nited K	nowledge	Has limited knowledge of objectives; additional study required				
1- Exposure Only			General information provided with no practice time or supervision; additional instruction or training required				
0- No Exposure			No information or knowledge provided during program; complete instruction or training required				
N/A-N	Not App	olicable					
EVALUATOR'S NOTE			Find the overall competency rating by averaging the performance Level rating and rounding to a whole number.  Record above and on the Competency profile.				
CRITERIA			LEVEL OF PERFORMANCE 1 2 3 4				
8-7.1	1 Given a summary of how to develop a lesson plan, the student shall demonstrate proficiency by developing and exhibiting a 20-25 minute program using any of the following support applications:						
	a.	Information sheet					
	b.	Job breakdown sheet					
c. Work activity sheet							
	d.	Study sheet					
		TOTALS: 1) +2	2) + 3) + 4 = 1				

### **COMPETENCY PROFILE**

Stude	nt Nam	ne		Soc. Sec. No
Fire I	Departn	nent		
Addre	ess			
Phone	e			
Home	e Addre	ess		
Date	of Enro	ollment <sub>-</sub>		Total Class Hours
Date	of With	ndrawal		Total Hours Absent
Date	of com	pletion <sub>-</sub>		
Instru	ctors N	Jame		Session Dates
Instr	uctor's	Direct	ions	
1.				
2.				
3.				
Level				<b>Psychomotor Competencies</b>
3	2	1	œ	
				Practical Activity Sheets
			_	

Points Achieved	Points needed/ Total	Cognitive Competencies
		Written Test
		1.

## **JOB SHEET**

Name	Date				
Evaluator	Overall Competency Rating				
References					
Prerequisites					
Student's Instructions	To meet evaluation standards, you must perform this job within ( amount of time if applicable); you may haveAttempts. When you are ready to perform this job, ask your instructor to observe the procedure and complete this form. To show mastery of this job, you must perform all steps to receive an overall competency of af at lest 2				
	Competency Rating Scale				
	<b>3-Skilled-</b> Meets all evaluation criteria and standards; performs tasks independently on first attempt; requires no additional practice or training				
	<b>2-Moderately skilled-</b> Meets all evaluation criteria and standards; performs task independently; additional practice is recommended				
	1-Unslilled-Is unable to perform the task; additional training is required				
	€-Unassigned-Job sheet task is not required or has not been performed				
	Ö Evaluator's Note: Formulate and inform the candidate of the standards for this task (time allowed and number of attempts). Observe the candidate perform the task, check the step/key point under the appropriate attempt number as accomplished, record total time (if appropriate), and then use the rating scale above to assign an overall competency rating. If candidate is unable to perform any step of this job, have the candidate review the material and try again				
Introduction					

Equipment and Personnel		
Job Steps	Key Points	Attempt No. <b>1 2 3</b>
	,	1 2 0
Total time		
Evaluator's Comments		

### **ACTIVITY SHEET**

NAMEDATE		
EVALUATOR	OVERALL COMPETENCY RATING	
References		
Prerequisite		
Introduction		
Directions		
Activity		
Tedivity		

	Competency Rating Scale
	<b>3-Skilled-</b> Onthe first attempt, product meets all criteria; requires no additional practice.
	<b>2-Moderately skilled-</b> ON the first attempt, product meets critical criterion but ,or student may require more than one attempt; student may benefit from additional practice
	1-Unslilled-Product does not meet critical criterion; student requires additional practice and reevaluation
	€-Unassigned Task is not required or has not been performed
	Ö Evaluator's Note: Score the product as indicated below. Use the rating scale above to assign an overall competency rating. Note that critical criteria are marked with an asterisk and must be mastered (correct) to show competency. Record the overall competency rating on both the student's practical activity sheet and competency profile.
Criteria	Yes No

#### INFORMATION SHEET

Introduction	
Chapter Vocabulary	
Study Questions & Activities	1.
	2.